

# Native Indian Teacher Education Program

Faculty of Education, The University of British Columbia

## Guidelines for Students

The following guidelines are primarily for first students. However, they also provide useful information to graduate students, faculty and administrators. They are intended to provide the students with a basic understanding of the program - the expectations, the responsibilities and the resources available. These guidelines are intended to assist, not limit, the students' professional and personal growth.

### 1. Introduction

There is a teacher training program which began in 1974. It is designed to provide a basic understanding of the program - the expectations, the responsibilities and the resources available. These guidelines are intended to assist, not limit, the students' professional and personal growth.

## GUIDELINES FOR STUDENTS

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FACULTY OF EDUCATION THE UNIVERSITY OF BRITISH COLUMBIA

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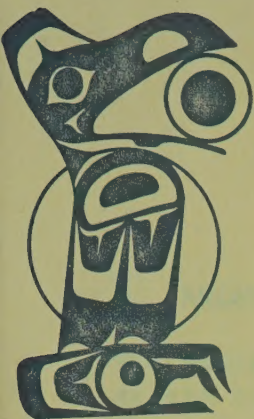
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# Native Indian Teacher Education Program

FACULTY OF EDUCATION THE UNIVERSITY OF BRITISH COLUMBIA

## GUIDELINES FOR STUDENTS

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The following guidelines are primarily for NITEP students. However, they also provide useful information to sponsor teachers, faculty and Coordinators. They are intended to provide the students with a basic understanding of the overall NITEP program - the expectations, the responsibilities and the resources available. These guidelines are intended to assist, not limit, the students' professional and academic growth.

### 1. INTRODUCTION

NITEP is a teacher training program which began in September 1974 in response to needs expressed by Indian people throughout B.C. for a more effective and relevant teacher training program for native Indians. There is a shortage of Indian teachers in B.C. at a time when increasing numbers of Indian people desire to become teachers but do not have the opportunity to do so under present programs. NITEP was designed to help fill these needs.

The program attempts to build on all the strengths of such student teacher including the cultural heritage. Using these strengths as a base, students develop the teaching skills and background knowledge expected of all teachers.

The Committee which developed the program is made up of representatives from the B.C. Native Indian Teachers' Association, the Status and Non-Status Indian communities and UBC's Faculty of Education.

The operational costs of the program are now provided by the University of B.C., following a grant from the provincial Department of Education to help offset the extra costs of the first year of operation. Living allowances, tuition and books may be paid by the Department of Indian Affairs for Status Indians and by a variety of provincial departments for Non-Status Indians.

NITEP is a four year, school-based program for prospective elementary teachers, with exit points at the end of each year for those who cannot continue. At the end of the four years the student receives the B. Ed. degree and the Professional Teaching Certificate. If he leaves after three years, the student is eligible for the Standard Teaching Certificate. Successful students are discouraged from leaving the program after two years, but when this is unavoidable, they are able to take a highly skilled paraprofessional position or take a temporary teaching assignment. After one year, a successful student is usually well-qualified for a Home-School Coordinator or Teacher-Aide position.

Students spend the first two years at an off-campus Centre and the remaining two years at UBC. In some cases, portions of the program may be taken at a Community College or a cultural Education Centre.

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## 2. RELATIONSHIP BETWEEN COURSE WORK AND STUDENT TEACHING

The overall development of a NITEP student teacher begins with an introduction to the classroom, and to some of the basic elements of the teaching-learning situation. The student progresses along two parallel, closely integrated routes. One is the practical, in-school, experiential route which consists mainly of classroom placements under the guidance of the Coordinator and the Sponsor Teacher. The other is the broader, more objective, more abstract route which provides background and perspective which are not available from even a few months of classroom experience. For example, a student may be developing some classroom management techniques in a language arts lesson as part of the experiential route and the next day be exposed to a variety of approaches to the learning of oral language, as part of the broadening, more abstract route. The courses offered by the Faculty members make up the second route. But with the NITEP arrangement of student teaching there is a greater opportunity to relate the broadening, more abstract route to the practical, experiential route.

The opportunity to take the first two years near home and in a concrete, school-based manner is extremely important to those NITEP students who must undergo a great personal, social and cultural transition but still retain those values and cultural elements which are important to them.

By the end of the second year the NITEP student teacher should have developed classroom competencies almost to the level of a graduating student teacher. However, the student will still require more academic background information and will need the opportunity to study some aspects of education in more depth. In third and fourth year the student takes academic background courses, completes an academic concentration and completes a professional concentration to fill these needs.

## 3. COURSES

### 3.1 In Year One the student takes the following courses:

Education 197-297	Student Teaching
Education 304	Language Arts Methods
Education 310/311	Educational Psychology
Education 323	Art Methods
Education 324	Music Methods
Education 440	Speech Development (Combined with Education 304)
Education 449	Indian Studies - Part One
English 100	First Year English (Take at local Community College)

In addition to this students are in the schools for approximately 14 weeks of student teaching.

The year runs from the day after Labour Day until near the end of June.

### 3.2 Year Two Courses:

Education 397/497	Student Teaching
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Education 321	Science Methods
Education 322	Social Studies Methods
Education 370/371	Arithmetic Methods
Education 465	Indian Studies - Part Two
Education 470	Educational Sociology
English 303	Composition.

The students in Year Two spend approximately 14 weeks in the classroom doing student teaching. The length of year is the same as Year One.

Courses listed above are offered by Instructors from the Faculty of Education who visit each Centre for three or four visits during the year. The content and presentation of each course is quite similar to the course as taught on campus. Some changes are made to take advantage of the close relationship of the students with the classroom.

Each Centre has a reference library, in which can be found most of the reference books that students will need. In addition students may borrow from the University Library by contacting the NITEP Supervisor.

### 3.3 Years Three and Four

In the third and fourth year students move to UBC to complete their academic and professional concentration and further background courses. Most students will do the May, practicum in third and fourth years.

### 3.4 Ed 449/465 - Indian Studies Parts One and Two.

The Indian Studies Courses in first and second year are designed to give the student a chance to learn more about his own heritage and also to put it into a form that could be used in the classroom. With this in mind the student enrolls in Education 449 in first year. As part of Education 449 the student is expected to collect a considerable amount of information related to his Indian heritage.

### COURSEWORK

This information may include the history, the methodology, the legends, the ethnography, the material culture, the customs, the language or even contemporary issues related to the students heritage. Students are expected to complete this project by the end of the academic year. In some cases it will be possible for the student to continue working on his project throughout the summer and in some cases to receive financial support for doing so, but to make it fair to all students, the project must be completed before the end of the academic year in June. This may mean that the students will have to work quite quickly in the fall to gather materials that are only available at that time of year.

In Indian Studies - Part Two the student enrolls under the Course number Education 465. The main purpose of the Part Two of the Indian Studies Course is for the student to take the materials and the information that he has collected and put them into a form which will be usable in the classroom. The



Education 191	Business 192
Education 193	Business 194
Education 195	Business 196
Education 197	Business 198
Education 199	Business 200
Education 201	Business 202

The University is not yet ready to begin its work in the classroom during the present year. The length of year is the same as last year.

Students have been advised by the University of Education and the State of New York to remain in the State of New York. The University of Education and the State of New York are in the process of collecting information on the status of the students in the State of New York. The University of Education and the State of New York are in the process of collecting information on the status of the students in the State of New York.

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### 1.1. Year Three and Four

In the third and fourth year students have to do a research paper and a professional presentation and further background research. The students will do the research in third and fourth year.

### 1.2. 1st Student - Indian Studies Paper One and Two

The Indian Studies Program in third and fourth year are designed to give the student a chance to learn more about the Indian people and to give them a chance to learn more about the Indian people. The Indian Studies Program in third and fourth year are designed to give the student a chance to learn more about the Indian people and to give them a chance to learn more about the Indian people.

### 1.3. 2nd Student

This information was provided by the University of Education and the State of New York. The University of Education and the State of New York are in the process of collecting information on the status of the students in the State of New York. The University of Education and the State of New York are in the process of collecting information on the status of the students in the State of New York.

In Indian Studies - Part Two the student will learn the history of the Indian people. The student will learn the history of the Indian people and the history of the Indian people. The student will learn the history of the Indian people and the history of the Indian people.



student will receive assistance in doing this from Instructors from University and from his Coordinator. In addition there may be other people who can be of assistance to him to the student in developing this. Students are encouraged to try out their units in the classroom during the year so that they may be revised before the end of the year.

### 3.5 Assignments and Evaluation

Faculty members are encouraged to use whatever forms of feedback, assignments and evaluation are felt to be appropriate to the course.

Students will find that assignments are given very early in the course. The main purpose of these early assignments is usually to give the Coordinator and the Faculty member an idea of the students' background knowledge and skills in the particular course. If there are problems the Coordinator and the Instructor are alerted early in the year and something can be done to overcome the difficulty. With this in mind students must be prompt in turning in assignments on the designated date. If a student feels that the assignment load is becoming too great, or there is a clash between assignments for course work and assignments for student teaching, then the student should contact the Coordinator and see if a better arrangement can be worked out. Our plan is to work the students as hard as we possibly can because we are determined that students graduating from this program will be as good as or preferably better equipped to teach than students on the regular program. At the same time we want to avoid putting too much pressure on the students.

### 3.6 Instructional Time

Each day is usually divided into two parts: three hours of "structured" lecture, seminar, or discussion time; and three or four hours of "flexible" time. The "structured" time is for instruction in whatever manner the Instructor feels is appropriate. Since students reach a saturation point by the end of three hours, the remainder of the day is usually a change of pace.

The flexible time may be used for bringing in resource people, planning sample lessons, returning to the school to teach a sample lesson, watching demonstration lessons, study time, studio time or just plain free time.

Students remain with the same Sponsor Teacher for the fall term, doing a number of practice teaching blocks and similarly with a second Sponsor Teacher for the spring term. Thus, most students have a class with which they are familiar and which they can visit for even a brief time during the "flexible" time.

Instructors are urged to use the "flexible" time to visit with as many Sponsor Teachers as possible - to learn what the students are doing in their classroom, and to let the Sponsor Teacher know what the students are doing in their coursework. This is also a valuable time to explain assignments that the Instructor may want to be carried out in the classroom.

The flexible time is also valuable for individual contact with students.







There are many possible variations to this "structured-flexible" time arrangement. The order may be reversed; a whole day may be structured and the second day spent on a field trip or in the school; or the whole concept may be ignored when an Instructor feels he has a more appropriate pattern.

#### 4. STUDENT TEACHING

The relationship between student teaching and the coursework has already been described in Section 2 above.

During the student teaching time NITEP students are expected to gain the skills required for presenting lessons, motivating students, discipling students - in summary the professional skills that are required of any teacher. NITEP students spent more time in the classroom than students on other teacher training programs. The reason for this is the belief that students will gain more from their theory and background courses with an in-depth understanding of the classroom. And of course the in-depth understanding of the classroom can only come with extensive experience in the classroom.

##### 4.1 Year One

First year student teachers begin the year with visits to a variety of schools and classrooms and a brief period of observation in the classroom. This observation period is kept to a minimum so that the students can quickly get into doing teaching rather than watching teaching. For the first few months most of the students time will work with small groups, or in some cases make brief presentations to the whole class. The idea is to give the student the opportunity to understand how to work with individual students and to develop his confidence and abilities with small groups. Then in the spring term, the student can start working with the larger groups with the developed ability to work with individuals and small groups. By the end of the year the student teacher should be able to plan, teach and review a complete lesson to the whole class.

As a student in First Year begins developing lesson plans he will need considerable assistance from his Sponsor Teacher and his Coordinator. In many cases the lesson plan may be completely developed by the Sponsor Teacher in consultation with the student. However, as the year goes on the student should take an increasing responsibility for the planning of lessons and further in the year, the student should initiate some ideas for units or lessons to be taught.

The Student teacher is responsible to both the Sponsor Teacher and the Coordinator. In most cases the three will meet together quite regularly and ensure that the types of experience that the student is getting and the quality of work that is being produced are satisfactory to all concerned. In addition the student should get assistance from the Instructor from Faculty of Education. This assistance will not always be available but students are encouraged to contact the Instructors by phone or by letter, or in person when





they are in the Centre, to ask for assistance in developing lessons.

#### 4.2 Year Two

The second year student teacher continues where he left off the year before. He will continue to work on complete lessons and units. However, the period of time with the class will be continually increasing. By the end of the year the student must be comparable to the graduating education student in teaching competencies but will lack some academic background (which will be picked up in the third and fourth year). By the end of the second year then, a student teacher should be able to take the class for a whole day or perhaps two or three days at a time. The student teacher should also be able to plan a whole unit of instruction not just a single lesson. He should also have an awareness of the resources that are available to him in teaching.

#### 4.3 Student Teaching Responsibilities

There are certain responsibilities involved in student teaching in both First and Second Year. These responsibilities are quite important both for the professional development of the student teacher and for the continuing good relationship between the students and the schools.

4.3.1 The first responsibility is to be at the school at least one-half hour before school begins, to remain in the school for at least one-half hour after school is out and to remain at the school during the lunch-hour. The reason for this requirement is not to force the student to put in an arbitrary number of hours. Rather it is to provide the opportunity to interact with the maximum number of teachers including the Sponsor Teacher. Students will find that the time before school, after school and during the noon hour provides the chance to plan and review with the Sponsor Teacher and to meet other teachers.

4.3.2 A Second responsibility has to do with preparation. Be prepared. Remember there are approximately 30 students who are depending on you to be present and prepared to offer something worthwhile. There are always a few student teachers in each Centre who have difficulty in accepting this responsibility. So it is mentioned in these guidelines to underline its importance. Furthermore, there is no more effective way to enrage a Sponsor Teacher than to come to a school not prepared to give a lesson that you had agreed to give.

4.3.3 If you are absent from student teaching notify the Sponsor Teacher as early as possible before school begins. Then notify the Coordinator. This means you must get the home phone number of your Sponsor and your Coordinator the first time you meet.

4.3.4 There are acceptable reasons for occasionally missing or being late for student teaching days, including illness, family problems and accidents. However, if you are continually missing or being late for the same reason (for example car or family problems) you must make different arrangements. Ask your





Coordinators. They may be able to help.

4.3.5 Other responsibilities include sharing of playground supervision when requested there should also be a teacher who is also responsible for this playground supervision at the same time; and most other responsibilities that the regular classroom teacher is expected to fulfill.

4.3.6 In addition the students are strongly encouraged to attend staff meetings and professional days wherever possible. It would be wise to first check with the Sponsor Teacher or Principal. However, if it is possible to attend these meetings the information available to the student teacher is tremendous.

4.4 Evaluation of student teaching is done by the Coordinator, by the Sponsor Teacher, in most cases by the NITEP Supervisor and in second year by a visiting member of the Faculty.

## 5. RELATIONSHIP WITH COORDINATOR

The Coordinator has many functions to perform. All of these functions are directed at developing and supporting the student teacher. In particular the Coordinator acts as a liaison between the Instructors and the students, acts as a liaison with the Sponsor Teachers and School Principals; often acts as a Counsellor cases for the students; aids in the professional development of the student teacher; and to a small extent is involved in the evaluation of student progress. The evaluation component is kept to a minimum since it may be difficult for a student to turn to help from a person who will be later evaluating him. The Coordinator will arrange for tutoring when needed and will also arrange counselling help for personal, or family or economic problems. Don't hesitate at any time to contact your Coordinator for help. The Coordinator will provide it if it is at all possible.

The Coordinator has the authority to remove a student from a student teaching placement, and in consultation with the NITEP Supervisor to place a student on probation.

## 6. FINANCIAL SUPPORT

6.1 Status Indian students in the program are supported by the Department of Indian Affairs and receive the regular living allowance plus allowances for tuition, books the Indian Studies Course, some travel and some tutoring. Normally the money comes from the nearest District office of the D.I.A. and is then charged back to the home district of the student teacher.

6.2 The support for the Non-Status students is somewhat more complicated. First of all the students are eligible for up to \$3,300 in a combination of grant and loan from the provincial government. Students should complete





applications for this money as early in the summer as possible because it takes between six and eight weeks for University and the Department of Education in Victoria to process the applications. If a student is awarded an amount which he feels is unreasonably low the student may appeal that decision. Some guidelines for the completion of these Provincial Grant Loan application forms are available from the Coordinators. The loan portion of the money from the Department of Education is repaid at the end of the year by the First Citizens' Fund. The Fund asks NITEP to make recommendations for repayment for all students who have received Loan Funds throughout the year. The criterion for making a recommendation to the First Citizens' Fund is that the student has put forth an acceptable effort during the year. We do not require that the student pass the year, but we do require that the student make a good effort. In some cases, a student may leave during the year because that student finds teaching is not what he or she wants. In a such a case, if the student first consults with the Coordinator, a positive recommendation will usually be made. The only time we have not recommended that the First Citizens' Fund repay the Loan was when a student left without warning and has made a very poor effort to achieve. This happened in only two cases in the 1974-1975 Academic Year. Additional financial support may be provided to Non-Status Indians through the Department of Human Resources. When a student has dependents, the Department of Human Resources will provide support for those dependents (but not for the student) to the same extent as any person would receive who was on Social Assistance. In a situation like this the sum of the money from the Department of Education and the Department of Human Resources equals approximately the amount that the Non-Status Indian students receive.

6.3 Other bursaries and awards are available to students. For further information, they should contact their Coordinator or the Awards Office at the University of B. C.

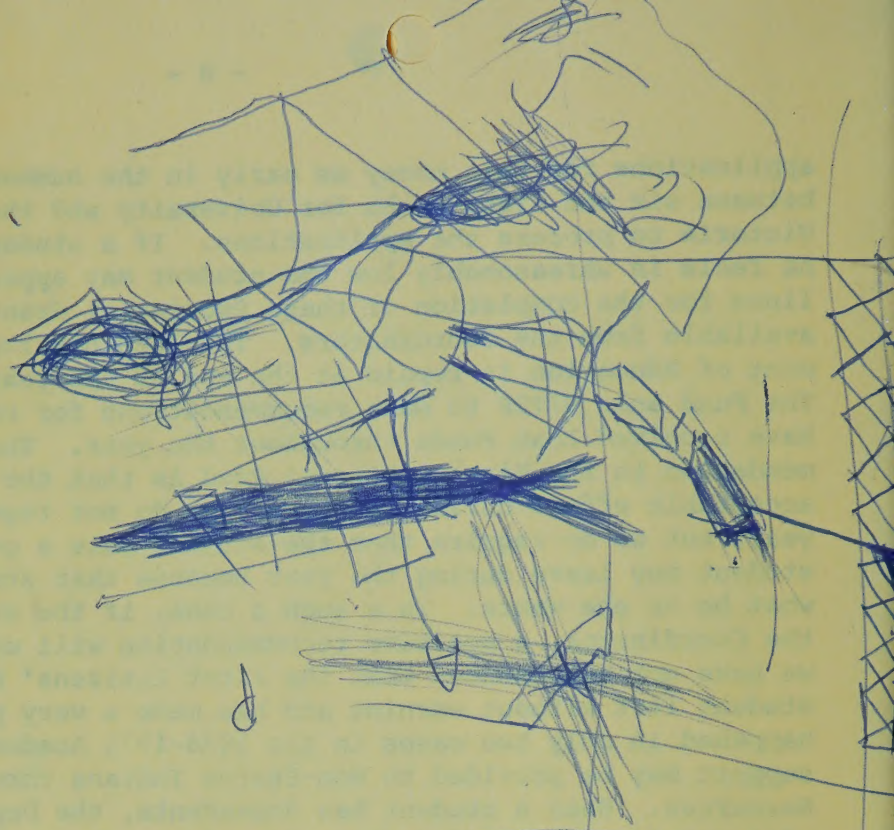
## 7. EVALUATION

As described above, students are evaluated throughout the year in their coursework and in some cases with a final exam in their coursework. The final mark in a course is determined primarily by the Instructor in the Course. The mark in student teaching is determined by the Coordinator, the NITEP Supervisor, the Sponsor Teacher and in most cases, a visiting Faculty member.

7.2 Towards the end of November, the Coordinator will make a careful assessment of the students' progress and report to the NITEP Supervisor. This is intended to uncover achievement or motivation problems early enough to deal with them.

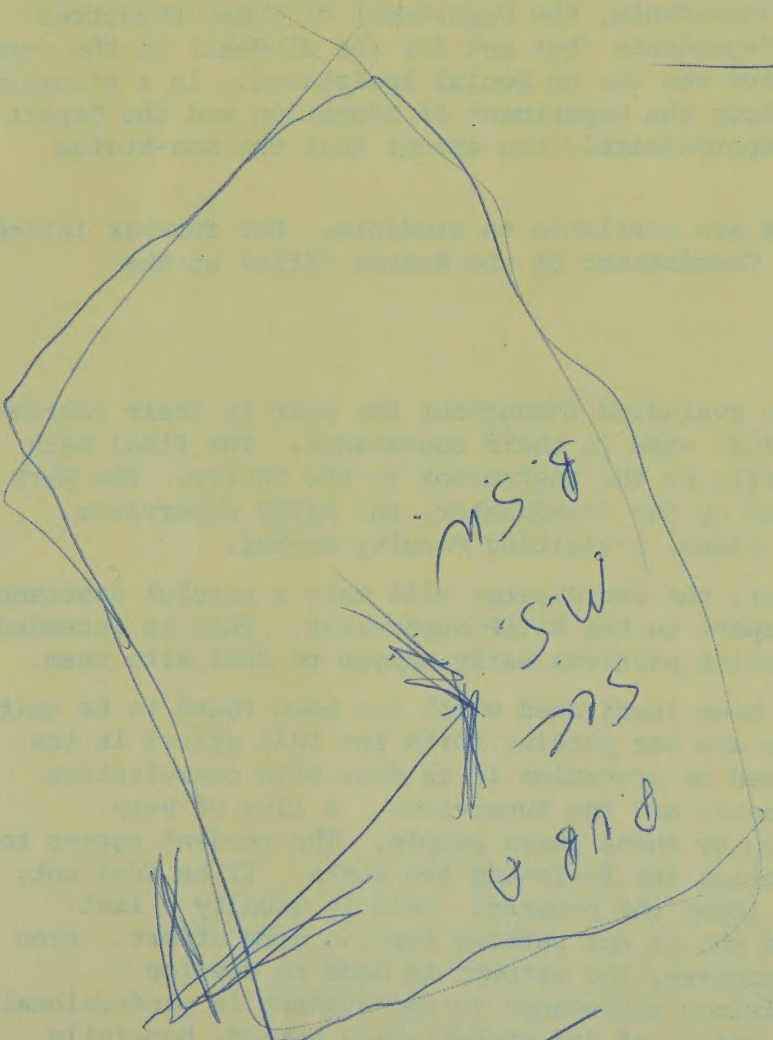
7.3 A system of probation has been instituted which has been found to be quite effective for those students who are not putting forth the full effort in the program. When a student is placed on probation it is done with consultation between the student, the Coordinator and the Supervisor. A list of very explicit expectations is drawn up by these three people. The student agrees to come up to these expectations during the following two weeks. If he does not, then the student is required to leave the program. This is usually a last ditch effort to assist a student who is not putting forth a good effort. Even though this is a very negative process, the attempt is made to develop expectations which will be of maximum assistance to the student in professional development so that the overall effect of the probationary period, hopefully, will be a positive one rather than negative.





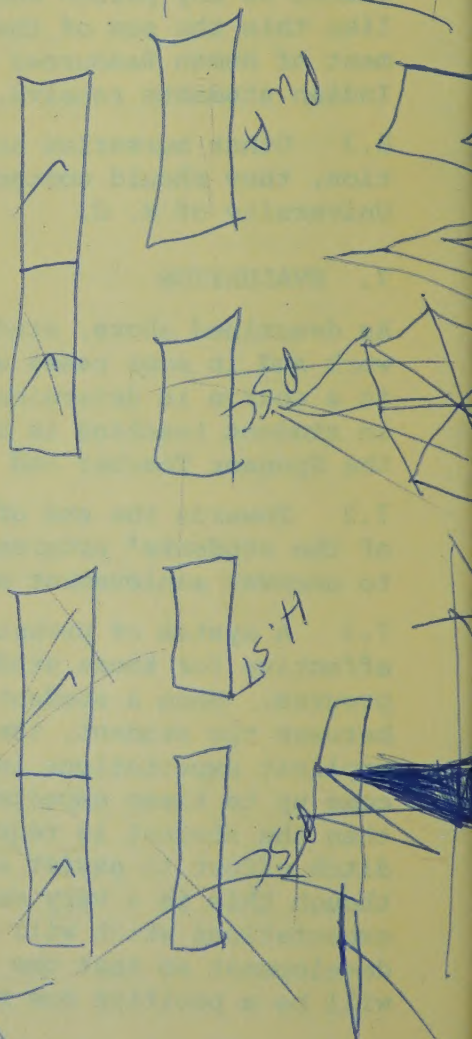
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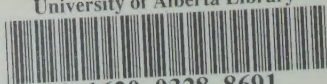
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